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ABSTRACT

Curricular analyses, written by experienced teachers and experts, of the 1978 Illinois Inventory of Educational Progress (IIEP) results and teacher expectations regarding citizenship are presented. A random sample of 7,200 Illinois students within 360 schools (grades 4, 8, 11) were tested; results reflected their educational performance in these areas: the structure and function of government, constitutional rights and responsibilities, current issues, attitudes about citizenship education, and the frequency with which some topics were treated in school. General conclusions emerging from the curricular analyses included the following: most students seem adequately prepared in citizenship; students knew more about federal than state and local government; the higher the grade level, the greater was the knowledge about citizenship; one quarter of the grade 8 and grade 11 students claimed not to have had courses in government; a majority said courses did not increase their interest in government, public affairs or politics. Citizenship teachers in sampled schools responded to a survey asking them to estimate the percentage of students who would obtain the correct answer to each citizenship item. Teacher expectations at the three grade levels corresponded quite closely to actual student performance. (RL)

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ILLINOIS INVENTORY OF EDUCATIONAL PROGRESS

Citizenship Curricular Analyses and Teacher Expectation Results

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IIEP

1978

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FOREWORD

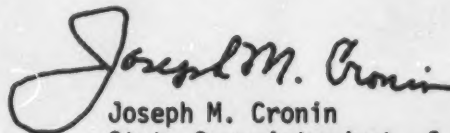
The 1978 Illinois Inventory of Educational Progress (IIEP) was a compilation of tests given to fourth, eighth, and eleventh grade students in mathematics, reading, and citizenship.

The present report contains curricular analyses of the citizenship results and the teacher expectation results. The Illinois State Board of Education has published a number of reports on the 1978 IIEP results.

The teacher expectation survey asked teachers within the three subject areas to give their expectations of student performance on the test items; the teacher expectation survey was conducted at the same time the test was given.

It is hoped that this report will be helpful to all Illinois educators and citizens concerned about the educational accomplishments of our schools.

This report was prepared by C. Thomas Kerins, Mervin M. Brennan, Kenneth R. Redding, Leslie J. Fyans, Jr., and Mary E. Raikes. Their efforts and the efforts of many Illinois educators are gratefully acknowledged.



Joseph M. Cronin
State Superintendent of Education

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INTRODUCTION

Each spring the Illinois State Board of Education administers the Illinois Inventory of Educational Progress (IIEP).

Purpose and Goals

The purpose of the IIEP is to measure what Illinois students know and can do in certain subject matter areas and to provide that information to educational decision makers.

The goals of the IIEP are:

- 1) to make available reliable, valid, and relevant data on the educational achievement of Illinois students, and
- 2) to identify any trends (growth, stability, or decline) in educational achievement which occur over time.

Results of the 1978 IIEP

The present report contains curricular analyses of the 1978 IIEP results and teacher expectations regarding citizenship. Experienced teachers and experts wrote the curricular analyses. The analyses are solely those of the experts and are not to be taken as the official position of the State Superintendent of Education or the Illinois State Board of Education.

At the time of the IIEP administration to students, teachers in participating schools were asked to critique each test item. The teachers reported whether or not students had been exposed to the subject matter and whether or not the item was of appropriate difficulty level. They estimated the percentage of students who would obtain the correct answer.

The processes used to obtain the curricular analysis and teacher expectations are described in Appendices A and B.

Student Sampling Model

A random sample with two sampling stages was used to select those students attending Illinois public schools who participated. In the first stage, a random sample of approximately 360 schools throughout the state was drawn. Then a random sample of the students within these schools was drawn from the lists of eligible students submitted by the school. The final sample included about 7,200 Illinois students at the fourth, eighth, and eleventh grades. The sample reflected the educational performance of students approaching the end of primary, elementary, and secondary levels of education.

IIEP Reports

Appendix E is a list of publications regarding the IIEP results.

SECTION I

CURRICULAR ANALYSES BY EXTERNAL REVIEWERS

CHAPTER 1

OVERVIEW ANALYSIS OF THE RESULTS

Introduction

The 1978 IIEP tested fourth, eighth, and eleventh grade students on citizenship. Students were tested on the structure and function of government, constitutional rights and responsibilities, current issues (energy and ecology), attitudes about citizenship education, and the frequency with which some topics were treated in school. The IIEP attempted to assess factual knowledge as well as the application of knowledge.

Several general conclusions emerged from the curricular analyses and are presented in the form of headlines.

- MOST STUDENTS SEEM ADEQUATELY PREPARED IN CITIZENSHIP.
- STUDENTS KNEW MORE ABOUT FEDERAL THAN STATE AND LOCAL GOVERNMENT.
- THE HIGHER THE GRADE LEVEL, THE GREATER WAS THE KNOWLEDGE ABOUT CITIZENSHIP.
- FOURTH GRADERS MAY LEARN MORE ABOUT CITIZENSHIP OUT-OF-SCHOOL THAN IN-SCHOOL.
- EIGHTH GRADERS HAD A BASIC GRASP OF GOVERNMENT AND THE COURT SYSTEM.
- ELEVENTH GRADERS KNEW ABOUT "RECYCLING" TO SOLVE THE LITTER PROBLEM, DID NOT CONSIDER "MAKING LESS WASTE."
- FOURTH GRADERS DID NOT INDICATE MUCH INTEREST IN LEARNING ABOUT GOVERNMENT.
- ONE-FOURTH OF THE EIGHTH AND ELEVENTH GRADE STUDENTS SAID THEY HAVE NOT HAD COURSES IN GOVERNMENT; A MAJORITY OF THE REMAINING STUDENTS SAID COURSES DID NOT INCREASE THEIR INTEREST IN GOVERNMENT, PUBLIC AFFAIRS OR POLITICS.

Test Results

In the first of the areas tested, results indicated that fourth graders do not have a thorough knowledge of the structure and function of government (Objectives 4-8). This results from the fact that most of the concepts tested have not been introduced formally at the fourth grade level. The fourth graders, as well as eighth and eleventh graders, tended to be more familiar with national than with state and local government. A low percentage, but surprisingly high for fourth graders, occurred on the item asking about representatives in Congress. Thirty-eight percent responded correctly that the number of representatives from each state depends on the population of the state.

Both eighth and eleventh grade students have been exposed to the structure and function of government, and in these areas both groups of students responded as might be expected. There was an increase in knowledge in this area in the eleventh grade responses as compared to the eighth grade responses on similar items. This is understandable; the maturity of the students would directly affect the level of instruction which is possible and their ability to retain factual knowledge.

In the second area, the results for constitutional rights (Objectives 2-3) tend to follow the same pattern as that shown for the structure and function of government. The fourth grade respondents had not been given formal instruction in this area. However, they were aware of the fact that all citizens must obey the law, including judges, military leaders, and the President. There appeared to be considerable growth in this area between the eighth and eleventh grades. Generally, the eleventh graders were quite aware of the rights which they have as citizens. The eighth graders demonstrated a lesser understanding of this as is indicated by the large percentage of eighth graders who believed that a person might be held in jail while police gather evidence against him. Variations in this area may be traced to differences in the maturity level of students and the resulting differences in instructional techniques.

The third area was concerned with the current issue of energy and ecology (Objective 9). In this area, the students at all levels indicated that they have become aware of the major problems. For example, the fourth graders were aware that the sun provides us with the source of energy which will last the longest. At all three levels, the students were aware of the fact that pollution would be diminished if more public transportation were used. A major concern in the area deals with the question on the eighth and eleventh grade tests which asked about the most serious problem which will affect the survival of the human race. At both levels a high percentage of students felt that the correct answer would be "Deaths due to heart attacks, cancer, and other diseases" rather than "The present consumption of energy resources." This may reflect a general feeling that disease is a problem but that energy consumption is not as critical an issue as some maintain.

The general results of the citizenship section of the IIEP are generally quite acceptable. They give us neither an opportunity for great rejoicing, nor a cause for great alarm. Citizenship is an area in which we must all strive constantly to improve instruction. It is a task which should not be limited to the schools, but should be borne by politicians, business and labor leaders, and parents as well. It is in this area of citizenship education that the hope for continued success of our republican system rests.

It must also be cautioned that, in the final analysis, student performance on a citizenship test such as this does not fully reflect the citizenship instruction given to our students. Instead, the effect of teacher attitudes and knowledge in transforming students into informed and caring adults in a complex society is the final test of the value of our citizenship education programs.

Toward the Future/Summary

The results of the 1978 IIEP indicate that Illinois students are adequately prepared in most of the citizenship areas measured. This is no cause for complacency, however, since results were more satisfactory in some areas than in others. All persons concerned with citizenship education must continue to examine the goals of such education and determine the most effective means of reaching those goals. It is a dynamic, not a static, process.

Citizenship education must be thought of in a community context. Good citizenship has a bearing on what happens within and without the school building. In this area there are unique opportunities to mobilize resources and provide opportunities which show that the world of school and the world outside-of-school can mesh to become a total educational setting for citizenship.

One of the outside-of-school forces that has much bearing on learning is television. The use of this media as a tool for citizenship education needs increased attention. In addition, such citizen information sources as newspapers, magazines, and radio need to be viewed as vehicles for life-long learning and must be considered in planning the citizenship education curriculum.

High percentages of students recognize their right to vote in national elections at age 18, but 18-year-olds do not exercise the voting responsibility in the same proportion. Continued attention must be paid to linking rights and responsibilities.

Current issues such as ecology/energy relate to many subject areas. School curriculum developers must take the lead in helping students make these links. Learning that does not give students the knowledge, skills, and attitudes to attack current problems successfully is inert knowledge. Curriculum fragmentation and isolation contribute to inert knowledge. Educators need to take care that the current issues which we ask students to consider have an obvious connection with student interests. School knowledge will not become life knowledge unless schools demonstrate the interrelatedness of learning, and teachers have proper concern for what the learner perceives as significant in his/her own life.

Citizenship needs to be broadly conceived. It is more than voting, knowing the branches of government, or recognizing governmental processes. It must be conceived as that blend of knowledge, skills, and attitudes which allow persons to function effectively in society. It must take into account the larger world as well as the neighborhood environment, values as well as votes, critical thinking as well as knowledge of factual information.

The results of the IIEP are a useful starting point from which all persons who care about citizenship education can proceed to question and refine the meaning and techniques of such education. If it serves as a useful tool, the effort expended on it will be well rewarded.

CHAPTER 2

ANALYSIS OF THE FOURTH GRADE RESULTS

Test Results

The test results indicated that fourth graders do not have a thorough knowledge of the structure and function of government (Objectives 4-8). These concepts probably have not been introduced at the fourth grade level. Low percentages of correct responses occurred on the items asking how many representatives each state has in the United States House of Representatives and how many senators each state has in the United States Senate. Much higher percentages of correct responses occurred on items which asked students to identify President, governor, and mayor as the heads of federal, state, and local governments. The higher success rate on these items could have resulted from the extensive television and media coverage given to the executive officers in government.

By fourth grade level, children usually have not been motivated to learn much about government and politics. This is evidenced by the large percentage of "I don't know" responses for the item asking the students whether they were interested in learning about government, and by the percentage of "No" responses for the item asking them whether they liked to watch television programs about elections and politics.

In regard to constitutional concepts (Objectives 2-3), high percentages resulted on the items which asked the students whether the President, judges, and army generals have to obey the laws of the United States. For items on current issues such as pollution and energy (Objective 9), the percentages of correct responses were higher and evidenced some knowledge of the reasons for and solutions to problems in these areas.

For the most part, the attitudinal items (Objective 1) were answered with "I don't know" responses. Possibly, the students felt a "Yes" or "No" response was not totally acceptable. Therefore, they decided to be non-committal. For example, one item asked the students whether they would pick a child who did not play well and who never got picked for a kickball team. Many students may have felt that they should choose the poor player, but that, in fact, they would not do so. Rather than choose the "No" response, they may have avoided the issue and chosen the "I don't know" response.

The results of the fourth grade citizenship test may reflect out-of-school learning more than in-school instruction. The students were asked to answer a number of items on material which they had not studied in school. The responses on items related to current issues show evidence of the effect of media presentations as well as formal classroom instruction.

Toward the Future

Citizenship as a discipline in Illinois at the fourth grade level seems to be limited in scope. Some areas such as current issues are discussed while others, such as the structure and function of the government, usually are not introduced.

Student responses about the amount of time spent in the classroom discussing government and politics indicate that teachers had presented these concepts to their students, and such presentations should be encouraged and expanded.

When evaluating any educational program and its implications for the future, one must not overlook the value of television as a teaching tool. While teachers present educational material and affect learning in the classroom, much learning comes from outside stimuli, such as television. Good educational television programs should be encouraged and made part of the curriculum.

In the future, teachers should continue to introduce concepts of good citizenship and encourage their students to think critically about their roles as citizens in a democratic society.

CHAPTER 3

ANALYSIS OF THE EIGHTH GRADE RESULTS

Introduction

The eighth grade IIEP contained items on the structure and function of government, constitutional rights and responsibilities, current issues (ecology and energy), attitudes about citizenship education, and the frequency with which some topics were treated in school.

Most of the items dealt with the structure and function of government (Objectives 4-8). Some attention was given to all three branches of government, as well as the different levels of government. A few items related to constitutional rights and responsibilities (Objectives 2-3).

Several items dealt with ecology/energy issues (Objective 9). These items tended to emphasize scientific and technical aspects, such as the effect of high smokestacks on air pollution, although a few touched on policy issues, such as how we might have less pollution.

Some items sought to ascertain student attitudes about citizenship education (Objective 1) by asking how much their courses increased interest in government/politics and whether they would like to do more test items on citizenship. Students were also asked how frequently such topics as politics or energy were discussed in class.

Test Results

In regard to Objective 5, 78% of the students knew the three branches of government. In addition, 67% knew the role of the Supreme Court in declaring a law unconstitutional, and 74% knew the role of the Congress and President in passage of a law. Sixty-three percent could correctly identify why Gerald Ford, as Vice President, succeeded to the Presidency upon the resignation of Richard Nixon. These results indicate a basic grasp of the essentials of governmental structure and function by a large portion of the students, many of whom were likely to be encountering their first concentrated, formal study of government and the Constitution. We should be concerned about those who did not correctly answer these items, but we need not be alarmed. At this age and grade level, student performance was satisfactory.

Fifty percent of the students correctly noted that each state's representation in the United States House of Representatives varies according to its population. However, on that item, the second highest percentage of students responded that each state has two members in the U.S. House, which indicates that the students had indeed been exposed to information about the composition of the U.S. Congress. The accuracy of the responses seems reasonable. On another item 34% recognized that a member of Congress might be appointed by a governor. This would appear to be an excellent response rate for such an obscure item.

The title of the chief executive officer of a state and a city (Objectives 5-6) were correctly identified by 69% and 62% respectively. The meaning of this is difficult to determine. It may mean an unfamiliarity with the notion of chief executive as applied to the state or local level. It may show less school and/or media attention to state and local governmental affairs. It may reflect the greater attention given to personalities than titles. The percentages of correct responses were high enough that there should be no major concern.

In regard to Objective 2, 83% correctly identified the role of a jury in a criminal trial but only 51% knew that a trial could be moved from one town to another if necessary for the defendant to receive a fair trial. This probably shows a basic familiarity with the court system but less detailed knowledge about its intricacies.

An alarming finding is that 20% believed that police are allowed to keep an arrested person in jail until they collect the evidence against the accused, however long that takes. Perhaps structure and function of government have been stressed to the detriment of the fundamentals of law and the protection of the Constitution. This notion was supported by the results for another item. While 65% knew that the Constitution protects the rights of persons to attend the church of their choice, 14% thought it provided the right to a good job, and 9% chose the "I don't know" response. The right to vote at age 18 in national elections was well known by the respondents.

In regard to Objective 3, 51% of the students correctly identified the main purpose of the United Nations. It is not possible to determine whether this reflects a neglect of world affairs in the classrooms or simply an inattention to this particular world body.

Sixty-four percent correctly selected the most important purpose of the United States government as promoting the common good of all citizens. This figure is heartening in that it suggests some thought on the part of students about purpose of government which goes beyond its mere mechanical details.

In regard to scientific/technical aspects of ecology/energy (Objective 9), 66% of the students selected the correct responses on the items about erosion and photosynthesis. However, the students did considerably less well on the item regarding the effect of high smokestacks on air pollution, with 26% answering correctly. These findings would appear to correlate more with the nature of the science courses these students have taken than any other factor.

There was a divergence of responses on the item dealing with the economic benefits of insulating a home, but the item called for specific information about costs that are not likely to be on the tip of the tongue of the average eighth grader. It would have been more important to determine if students could calculate the costs and benefits of insulation.

Students were exceptionally aware of some ecology/energy factors. Eighty-three percent responded correctly that pollution would be reduced if there

were greater use of public transportation, and 72% noted correctly that the United States consumes the greatest amount of the world's energy. However, they did not perceive energy consumption to be as big a problem for the human race as deaths due to diseases such as cancer and heart attacks. This appears to reflect the 1978 sentiment of the public at large that, while important, energy was not as critical an issue as some maintained. Many still really doubt that there is an energy shortage.

Toward the Future

The study of the structure and function of government at all levels needs to be continued. With the attention given in the media to the national government, there is a tendency for that level to figure most prominently in people's thinking. An important consideration for the future will be to aid students in understanding their state and local government. There are many resources and opportunities that can be utilized for instruction. Schools can foster the use of the community as an educational setting. Teachers can help to bridge the gap that may exist between the world of the school and the world beyond the school walls.

Citizens need to see themselves as contributing members of a local community and also see their role as part of a state, nation, and world. Citizens who do not see themselves as part of an interdependent world are ill-prepared to live in the Twenty-First Century.

The meaning of democratic government as a preserver and protector of our freedoms must continue to be emphasized. In a world where tyranny and totalitarianism are commonplace, we must be ever mindful of the fragile and precious rights which are enunciated in the Constitution. Eighth grade is not too early to learn the historical roots and contemporary significance of the Constitution.

Rights imply responsibilities. Eighty-six percent of the eighth grade respondents knew that 18-year-olds can vote in national elections. However, the percentage of 18-year-olds who exercise that right is not nearly so high. Schools must continue to stress the connecting links between rights and responsibilities.

Issues such as ecology/energy cut across subject matter lines. We must continue to seek ways of helping students see the interrelatedness of many contemporary problems. Such problems are not likely to be tackled successfully if policy makers are ignorant of scientific data or if the technicians do not comprehend the social implications of their work. We cannot assume that students will make these links automatically. Each school's curriculum must be planned to show the interrelatedness of learning.

We need to view citizenship in a broader perspective than is frequently the case. If we confine its meaning to a definition that is synonymous with nationalism, we will be doing our students a disservice. If we define it

so narrowly that it means nothing more than knowing the three branches of government, we will rob it of its power. If we always make it prescriptive, we are not being true to our democratic tradition. We must see citizenship as the responsibility to help all persons become contributing members of the many communities of which they are a part.

In these test results there is cause for neither complacency nor alarm. There is evidence that many of the aspects of citizenship which were tested show up well for eighth grade students. Some results indicate areas needing attention. The entire field of citizenship education requires us to continue to question and examine our aims and purposes in light of helping children and youth become effective, functioning citizens.

CHAPTER 4

ANALYSIS OF THE ELEVENTH GRADE RESULTS

Introduction

In the interpretation of the citizenship IIEP results, it is difficult to separate knowledge acquired through school instruction from the knowledge acquired through television and newspaper coverage. As a result, caution must be used in interpreting results, both positive and negative.

Test Results

The test was divided into four basic areas. The first major area concerned the structure of government at local, state, and national levels (Objectives 4-8) and included questions about the executive, legislative, and judicial branches of government.

The first item in this section asked students to respond to the basic task of government (Objective 4). The student responses indicate a moderate level of knowledge concerning the role of government. For that item, 21% of the students selected the response "To develop a good economy" which seems reasonable in the context of our current problems. Since the news media and personal experience as well as social studies instruction have emphasized our current problem of inflation and the government's role in the problem, it is reasonable that some students would see this as a correct response to the item. From that perspective, a total of 84% of the students had a reasonably correct response.

Objectives 5 and 6 were concerned with the organization of government. Four items measured these objectives: How many representatives does each state have in the United States House of Representatives? What is the legislative branch of the federal government composed of? What is the Illinois State Legislature composed of? and What is the chief executive officer of a city usually called? The correct response rate for the first three items was 66% and that for the fourth was 80%. This series of items called for basic factual knowledge and an understanding of political terminology. The "I don't know" responses of 11% to the item dealing with the Illinois State Legislature compared to the lower "I don't know" response rate on the other items may be an indication that the structure of Illinois government is not as well known as the structures of our local and national governments. This is understandable since national government receives much media coverage and since local government lends itself to field trips, guest speakers, etc. Another factor which may be involved is terminology since most Illinois government text materials call the Illinois State Legislature the General Assembly.

In regard to the structure of government, another aspect concerns the tasks assigned to the branches of government, as well as the dual roles of state

and national governments. The five items dealing with this aspect returned rather varied results.

It would appear that students in Illinois are well instructed in the role of the courts and law, since the correct response rate for the two items testing those points was 70% and 90% respectively. These results indicate that students understand the courts and the role of juries in criminal trials.

The item dealing with the Supreme Court showed an overwhelming lack of knowledge that a majority vote of the Supreme Court justices determines a law to be unconstitutional. This is not particularly surprising since, in most instances, text material as well as instruction concerning the Supreme Court tends to center on the substance of what the court does, rather than the mechanical requirements of the decision-making process.

Only 42% of the students answered correctly that Congress can double the income tax level. This may cause concern since a correct answer required only that students understand the powers of Congress and the Bill of Rights. It would appear that with an understanding of our basic rights, the correct answer to this item can be identified by a process of elimination. The large number of "I don't know" responses (25%) may reflect a feeling on the part of students that Congress should not have the right to increase the income tax, rather than their ignorance of the fact that it does have this right. The response may also indicate the inability of students to deal with an application of several principles at the same time.

Three items measured Objectives 2 and 3, constitutional rights. The responses to the two items which deal specifically with constitutional rights indicate a reasonable level of understanding of the basic rights of the individual. Many schools today are stressing the law and basic rights. The correct response rates of 80 to 86% were not surprising and indicated a considerable amount of instruction. The one item which resulted in a low score concerned the legislative powers of Congress more than individual rights.

Seven items tested knowledge of energy and ecology. In their responses to these items, the students indicated reasonable knowledge. Their lack of knowledge was in areas where they have little experience. For example, on the item regarding the effect of methods of transportation on air pollution, 89% of the students realized that greater use of public transportation would cause a decline in air pollution. However, on the item which asked about savings on heating costs, only 32% of the students arrived at the correct response. This may have been because the response choices referred to savings in cost, rather than savings in energy. It may also indicate that the issue is irrelevant to eleventh grade students.

One item in this general area might cause some concern. The item deals with the trash and litter problem. The correct answer is "Make less waste." However, this may not be what is taught since much emphasis in recent years has been given to the advantages of recycling waste materials. At present, even in our adult population, it is only the extremely idealistic person who would answer this item with the response "Make less waste." Nothing we do from advertising to manufacturing products suggests that we should be less wasteful.

Four items asked the students their perceptions regarding their social studies instruction. The items dealt with the students' perceptions of cause and effect. The students' opinions do not necessarily reflect what is being done. The items in this area appear to be quite important. The first item asked the students, "How much did these courses (social studies) increase your interest in government, public affairs, or politics?" Over half of the students responded, "Not at all." This is a rather high percentage for such a response and should give some cause for concern because an interested citizenry is necessary for the survival of our republican system. Social studies educators should be concerned about the students' perception that citizenship courses did not increase their interest. On the other hand, such responses may have a reasonable explanation. For example, for students who previously had been interested in these areas, it may have been very difficult to bring about an increase in their interest. For other students, basketball, dating, jobs, and immediate surroundings are the only things of interest. Although they may not be interested in citizenship as eleventh graders, the knowledge which they gain may well be used in future years as their interests broaden. Finally, the students may be reflecting a general disillusionment with the political system which is affecting our whole citizenry as evidenced by low voter turnouts, etc.

The second item asked, "How often do you talk about government or politics in your class?" The fact that 48% of the students responded "Hardly at all" is very surprising. This response could include the 24% who reported that they had not had a related course in three years. Subtraction of that 24% from the 48% who answered "Hardly at all" to this item would lower that percentage in actuality. Search for an understanding of the results lead one to ask, "How did the students understand this item?" Forty-eight percent said that they had discussed government "Hardly at all," yet 75% reported that they discussed the environment every day or at least once or twice a week. Since many issues of environment are closely tied to government, it would appear that student responses may have been biased by a narrow understanding of the term "government."

In summary, students seem to have a very good understanding of their basic rights, the court system, and the general structure of government. They also have a good general knowledge of environmental concerns. The student results were low regarding some specific facts, i.e., the type of vote by the Supreme Court which is necessary to declare a law unconstitutional or the effect of insulation on heating costs. They also seem to be more familiar with the federal government than with state government.

Toward the Future

The results of the 1978 IIEP indicate that in most areas students in Illinois are adequately prepared in the citizenship areas measured. On most of the items, two-thirds or more of the students responded accurately. There were a few items which dealt with minor points, and these resulted in low percentages of correct responses. However, such results were to be expected since the specific responses undoubtedly were not taught.

In the future, social studies teachers might encourage students to take an active part in the political process so that students would become more interested in politics and government. To help students become involved, teachers can invite individuals from government to speak to students, arrange for students to visit government agencies, and encourage students to participate in political activities such as campaigns.

The entire community, parents, politicians, business and labor leaders, as well as social studies educators, must continually attempt to develop the interest of young people in the areas tested in this citizenship test. Citizenship is a process which is fundamental to our survival as a democratic society. The work to be done cannot be done by one segment of society alone.

While a test of this type may give some indication of our accomplishments, it does not and cannot tell the whole story. The remainder of the evaluation depends upon the way in which the young people who took part in this evaluation will participate as adult citizens in the very complex society in which we live.

SECTION II

TEACHER EXPECTATIONS

CHAPTER 5

TEACHER EXPECTATIONS OF STUDENT PERFORMANCE

During the 1978 test, citizenship teachers in sampled schools responded to a survey asking them to estimate the percentage of students who would obtain the correct answer to each citizenship item. Teachers estimated the performance only of those students whose grade level they taught. Fourth grade teachers estimated performance of fourth grade students on the fourth grade items, eighth grade teachers estimated eighth graders' performance, and eleventh grade teachers estimated eleventh graders' performance. The items were then grouped by objective and compared with actual student performance. Where the same objectives were measured at different grade levels, comparisons were made between teachers' expectations and student performance across grade levels.

Summaries of the teacher expectation data indicated that

- TEACHERS ESTIMATED ACCURATELY REGARDING STUDENT KNOWLEDGE ABOUT THE PURPOSES OF GOVERNMENT AND UNDERSTANDING OF ENVIRONMENTAL PROBLEMS.
- STUDENT SCORES SLIGHTLY SURPASSED TEACHER EXPECTATIONS REGARDING KNOWLEDGE OF THE RELATIONSHIPS BETWEEN DIFFERENT LEVELS OF GOVERNMENT AND HOW CITIZENS CAN AFFECT GOVERNMENT.
- STUDENT SCORES WERE LOWER THAN TEACHER EXPECTATIONS CONCERNING LOCAL GOVERNMENT AND THE ORGANIZATION OF FEDERAL, STATE, AND LOCAL GOVERNMENT.
- STUDENT SCORES SURPASSED TEACHER EXPECTATIONS AT THE FOURTH AND ELEVENTH GRADES, BUT WERE SLIGHTLY LOWER THAN EXPECTATIONS AT THE EIGHTH GRADE REGARDING CONSTITUTIONAL RIGHTS AND LIBERTIES.

Teachers at all three grade levels were quite accurate in their expectations of student achievement on the citizenship items.

Fourth grade teacher expectations averaged 58%, as compared to an average student performance of 52%. Teachers overestimated student performance on three of the four objectives tested at that grade.

Eighth grade teacher perceptions of student performance averaged 67%, as opposed to an actual student performance of 64%. Teachers overestimated student performance on five of the seven objectives.

Eleventh grade teachers were the most accurate in their predictions of student performance. Their average expectation of 74% almost paralleled the average student performance of 73%. They overestimated student performance on four of the six objectives tested at that grade.

Analysis of Citizenship Objectives - Implications For Future Research

Student understanding of environmental problems was tested at the fourth, eighth, and eleventh grades. Teachers, to a large degree, reported a low level of exposure to subject matter of this nature. As a result, teacher expectations of student performance were rather low. Actual student performance confirmed teacher expectations. On the whole, teachers were within a few percentage points of actual student performance and were quite accurate in their expectations.

Teacher expectations corresponded quite closely to actual student performance on three objectives tested at the eighth and eleventh grades. Teachers slightly overestimated student ability at recognizing governmental purposes. The reverse was true with respect to teacher expectations of student ability to understand how citizens can affect government and student recognition of the relationships of levels of government. Student achievement was slightly higher than teachers anticipated. Over half of the eighth grade teachers reported that students had not been exposed to subject matter regarding student recognition of the relationships of levels of government.

On two objectives involving student understanding of federal, state, and local governments, teacher expectations were somewhat higher than actual student performance. Student understanding of federal and state government was tested at all three grades. Teachers consistently overestimated student achievement across the three grades. Student understanding of local government was tested at the fourth and eighth grades. At both grade levels, teacher expectations exceeded student performance.

CHAPTER 6

RESULTS FOR SPECIFIC OBJECTIVES

Rights and Liberties

Student recognition of their constitutional rights and liberties was assessed by Objective 2 at all three grade levels. As can be seen in Table 1, teachers at the fourth grade greatly underestimated student achievement. The same was true to a lesser extent at the eleventh grade. Teachers at the eighth grade were quite close in their expectations.

Although only 41% of the fourth grade teachers reported student exposure to the subject matter, student performance averaged 75%. Students performed below teacher expectations at the eighth grade, but it should be noted that the items at the eighth and eleventh grades tested more specific constitutional facts, whereas the items at the fourth grade assessed student knowledge of whether certain governmental and military officials have to obey the law. Nevertheless, students apparently have a firm grasp of this objective, as can be seen by the eleventh grade results.

Table 1

CONSTITUTIONAL RIGHTS AND LIBERTIES

<u>Objective</u>	<u>Grade Tested</u>	<u>Teacher Expectation of Student Performance</u>	<u>Actual Student Performance</u>	<u>Underestimation/Overestimation</u>
Recognition (2)	4	58%	75%	-17%
	8	72%	67%	+ 5%
	11	81%	88%	- 7%

Teachers at the eighth and eleventh grades stated that the questions used to assess the objective were of an appropriate degree of difficulty. Thirty-one percent of the fourth grade teachers thought the questions were too difficult. While this may have been a factor in the relatively low teacher expectation, it also lends credence to the actual student results.

Governmental Purposes: Federal, State, and Local Government

Student understanding of governmental purposes was measured by Objective 4 (Table 2) at the eighth and eleventh grades. Teachers at both grade levels expressed similar expectations of student performance and were fairly consistent with student results. To a large extent the teachers believed that students had been exposed to the subject matter and they also felt that the difficulty level of the questions measuring the objective was appropriate.

Teachers consistently overestimated student performance on Objective 5 (Table 2) at all three grade levels. The objective measured student understanding of the organization of federal and state governments.

The largest discrepancy occurred at the fourth grade where less than half of the students obtained a correct response, as opposed to a teacher expectation of 60%. A large number of teachers (37%) indicated fourth grade students had not been exposed to the subject matter being assessed. In addition, 27% of the teachers thought the questions used to assess the objective were too difficult. Actual student performance appears to reflect those judgments. Teachers at the eighth and eleventh grades also overestimated student proficiency on the objective. Unlike fourth grade teachers, teachers at these two grades stated that students had been exposed to the subject matter and felt the questions used to assess the objective were of an appropriate degree of difficulty.

Table 2

GOVERNMENTAL PURPOSES-FEDERAL, STATE, AND LOCAL GOVERNMENT

<u>Objective</u>	<u>Grade Tested</u>	<u>Teacher Expectation of Student Performance</u>	<u>Actual Student Performance</u>	<u>Underestimation/Overestimation</u>
Recognition (4)	8	64%	58%	+ 7%
	11	69%	65%	+ 4%
Understanding (5)	4	60%	44%	+16%
	8	73%	62%	+11%
	11	68%	54%	+14%
Understanding (6)	4	66%	48%	+18%
	8	75%	62%	+13%
	11	81%	80%	+ 1%

Objective 6 (Table 2) assessed student understanding of local government at all three grades. Teachers at the fourth and eighth grades overestimated student performance on the objective. Teacher expectations closely paralleled student performance at the eleventh grade. Although fourth grade teachers indicated the largest degree of student exposure to the subject matter assessed, less than half of the fourth grade students responded correctly. The largest discrepancy in terms of teacher expectations also occurred at the fourth grade.

As can be seen in Table 2, eighth grade teacher expectations also exceeded student performance. To a large degree, teachers at all three grades stated students had been exposed to the subject matter, and to a similar degree they were of the opinion that the difficulty level of the questions was appropriate. Student results reflect progressive growth and improvement with respect to the objective.

Relationships of Levels of Government - How Citizens Can Affect Government

Student recognition of the relationships of levels of government was assessed by Objective 7 at the eighth grade. Less than half of the teachers indicated student exposure to subject matter of this nature, and as Table 3 shows, teacher expectations were correspondingly low. Twenty-seven percent of the teachers also felt that the question used to assess the subject matter was too difficult. Although student performance was higher than teacher expectations, teacher perceptions of student exposure and the degree of difficulty of the question would appear to be rather accurate with respect to actual student performance.

Table 3

RELATIONSHIPS OF LEVELS OF GOVERNMENT

<u>Objective</u>	<u>Grade Tested</u>	<u>Teacher Expectation of Student Performance</u>	<u>Actual Student Performance</u>	<u>Underestimation/Overestimation</u>
Recognition of Relationships of Levels of Government (7)	8	54%	61%	- 7%
Understanding How Citizens Can Affect Government (8)	8	73%	83%	-10%
	11	82%	89%	- 7%

Objective 8 (Table 3) measured student understanding of how citizens can affect government at the eighth and eleventh grades. Teachers at both grades underestimated student performance.

At both grades, teachers stated students had been exposed to the subject matter and the item difficulty was appropriate.

Environmental Problems

The last objective assessed on the 1978 test measured student understanding of environmental problems. It was assessed at all three grades by Objective 9. Large numbers of teachers at each grade reported a low degree of student exposure to subject matter of this nature. It appears that this lack of exposure is confirmed by student results. Notwithstanding this, as can be seen in Table 4, teachers were accurate in their expectations that performance on this objective would be lower than that of the other objectives assessed. The largest discrepancy occurred at the fourth grade, and that discrepancy was not very great. Twenty-four percent of the fourth grade teachers also stated that the questions used to assess the objective were too difficult. Teacher expectations at the eighth and eleventh grades were quite close to actual student performance. Teachers at those two grades also indicated that the questions were of an appropriate difficulty.

Table 4

ENVIRONMENTAL PROBLEMS

<u>Objective</u>	<u>Grade Tested</u>	<u>Teacher Expectation of Student Performance</u>	<u>Actual Student Performance</u>	<u>Underestimation/Overestimation</u>
Understanding (9)	4	49%	40%	+ 9%
	8	59%	56%	+ 3%
	11	63%	58%	+ 5%

APPENDIX A

PROCESS USED TO OBTAIN THE CURRICULAR ANALYSES

Citizenship educators from every part of Illinois were nominated by citizenship curricular experts contacted from the Illinois State Board of Education. Nine of those nominated were selected to represent teachers, administrators, and curriculum experts. An effort was made to represent small, medium, and large schools and districts as well as the different geographical areas of Illinois.

The nine reviewers received copies of the test booklets and the student scores for each item. They wrote their analysis and interpretation of the student results for each item.

A second group of reviewers was chosen to critique and edit the interpretations of the first reviewers.

The second group of reviewers analyzed the results by grade level and drafted the grade level curricular analyses. A citizenship expert was selected from outside the group to critique all previous analyses and draft the overview curricular analysis paper.

The papers were reviewed, critiqued, and edited numerous times by citizenship and testing experts inside and outside the Illinois State Board of Education.

APPENDIX B

DESCRIPTION OF THE TEACHER EXPECTATION RESEARCH

At the time the 1978 IIEP was administered, principals of participating schools were asked to select two teachers familiar with the citizenship being taught at the appropriate grade level. Before seeing any student results the teachers examined each item in the test. They stated whether the students had been exposed to the subject matter and whether the item was of appropriate difficulty level. They also estimated the percentage of students who would obtain the correct answer.

The teacher responses were analyzed and the results are reported in Section II of this report.

APPENDIX C

THE CITIZENSHIP OBJECTIVES OF THE IIEP AND THEIR DEVELOPMENT

The citizenship objectives of the IIEP were developed by the National Assessment of Educational Progress (NAEP). The NAEP objectives are available from the Illinois State Board of Education upon request. The following objectives were measured by the 1978 IIEP.

- OBJECTIVE 1: SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS.
Support equal opportunity in education, housing, employment, and recreation.
- OBJECTIVE 2: SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS.
Recognize specific constitutional rights and liberties.
- OBJECTIVE 3: SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS.
Comply with public laws.
- OBJECTIVE 4: KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.
Recognize basic governmental purposes.
- OBJECTIVE 5: KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.
Understand the organization of federal and state governments.
- OBJECTIVE 6: KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.
Know the political structure of their local community.
- OBJECTIVE 7: KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.
Recognize the relationships of different levels of government.
- OBJECTIVE 8: KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.
Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
- OBJECTIVE 9: UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS.
Recognize major environmental problems and are aware of alternative civic solutions.

APPENDIX D

INDEX OF CITIZENSHIP OBJECTIVES AND ITEMS FOR THE 1978 IIEP

FOURTH GRADE		EIGHTH GRADE		ELEVENTH GRADE	
<u>Objective</u>	<u>Item</u>	<u>Objective</u>	<u>Item</u>	<u>Objective</u>	<u>Item</u>
1	137	2	156	2	208
1	138	2	177	2	211
1	139	2	178	4	189
2	134	4	157	4	190
2	135	4	176	4	210
2	136	5	158	5	191
3	140	5	159	5	192
5	123	5	160	5	193
5	124	5	161	5	194
5	126	5	162	5	195
5	127	5	163	5	209
5	133	5	167	6	196
6	125	6	164	8	197
9	128	7	165	8	198
9	129	8	166	9	200
9	130	9	169	9	201
9	131	9	170	9	202
		9	171	9	203
		9	172	9	204
		9	173	9	205
		9	174	9	206
		9	175	9	207

APPENDIX E

LIST OF PUBLICATIONS DESCRIBING THE 1978 IIEP RESULTS

Executive Summary

Mathematics Curricular Analyses and Teacher Survey Results

Reading Curricular Analyses and Teacher Survey Results

Citizenship Curricular Analyses and Teacher Survey Results

Mathematics Item Results

Reading Item Results

Citizenship Item Results

Fourth Grade Status Report

Eighth Grade Status Report

Eleventh Grade Status Report

These publications are available upon request.

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